REPORT RESUMES

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READING PROGRAM FOR IDAHO ELEMENTARY SCHOOLS, GRADES 1-6.

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THIS CURRICULUM GUIDE FOR READING INSTRUCTION IN IDAHO ELEMENTARY SCHOOLS WAS EVALUATED BY EDUCATORS THROUGHOUT THE STATE OF IDAHO. THE GUIDE OUTLINES THE SCOPE AND SEQUENCE OF WORK IN DEVELOPMENTAL READING FROM GRADES ONE THROUGH SIX IN THESE FOUR STAGES -- (1) READING READINESS, (2) BEGINNING READING, (3) ESTABLISHING FLUENCY IN READING, AND (4) IMPROVING COMPREHENSION AND STUDY SKILLS. THE DISCUSSION IS SUPPLEMENTED BY A CHART INDICATING THE GRADE LEVELS AT WHICH CHILDREN NORMALLY REACH VARIOUS LEVELS OF THE READING PROGRAM AND A READING SKILLS CHART SHOWING WHAT SKILLS ARE EMPHASIZED AT EACH GRADE LEVEL. TO HELP TEACHERS MEASURE AND EVALUATE READING ACHIEVEMENT, A READING READINESS CHECKLIST, A LIST OF STANDARDIZED READING TESTS, AND AN INFORMAL READING INVENTORY ARE PRESENTED WITH SUGGESTIONS FOR IMPROVING COMPREHENSION AND CRITICAL READING SKILLS. THE FOLLOWING NEW APPROACHES TO READING INSTRUCTION ARE DISCUSSED BRIEFLY -- (1) INDIVIDUALIZED READING, (2) I/T/A, (3) LINGUISTICS APPROACH, (4) PROGRAMED READING, (5) MONTESSORI, (6) THE LANGUAGE-EXPERIENCE APPROACH, AND (7) WORDS IN COLOR. A BIBLIOGRAPHY OF SELECTED REFERENCES AND A LIST OF TEACHING AIDS CONCLUDE THE GUIDE. (NS)

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READING PROGRAM

FOR

IDAHO ELEMENTARY SCHOOLS
GRADES 1 - 6

Marks, Ruth H.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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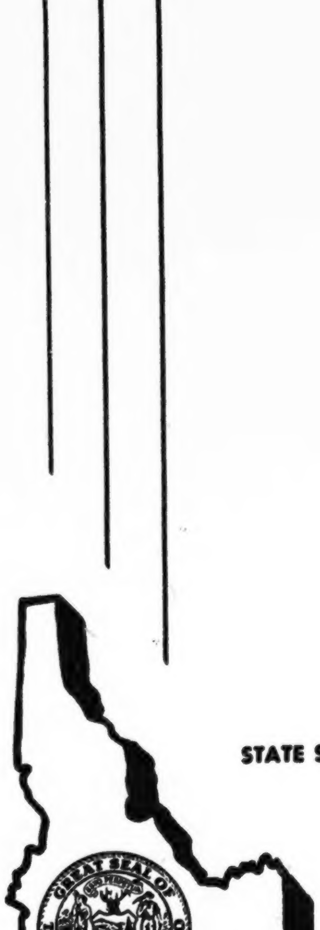

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BOISE, IDAHO

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READING PROGRAM FOR IDAHO ELEMENTARY SCHOOLS

GRADES 1-6

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READING IN THE ELEMENTARY SCHOOL

> "Reading is the key that enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all time." - James Russell Lowell

* * * * * * * * * * * * * * * * * * *

Reading is a quest for meaning. Word perception skills and reading study skills are tools to be used in the search. No matter how accurately a child may pronounce the words on a page, he has not read until he has attained an understanding of the ideas the author intended to impart. There is a need to comprehend, to appraise and to apply. Thinking is the core of the reading program.

Reading is not a subject apart from the other areas of the Language Arts Program. There is a definite relationship among abilities in listening, speaking, reading, spelling, and writing. Listening precedes speaking - a child does not speak until he has first learned through listening. He learns to read only after he is able to understand others speaking and can express himself in sentences. He learns to write and spell satisfactorily the words which he has mastered in speaking and reading.

A sound reading program is based upon a philosophy of continuous growth which is a complex of three forces: age, individuality, and environment, in relation to the individual needs of children.

There is no single method which could be agreed upon as the only effective way to teach reading. One approach can never suffice as long as there are many children with individual differences. Critical thought must be given to the individual needs and learning abilities of children. It is futile to look for a quick common solution to every problem in reading or to adopt only one prescribed method or system for the instruction of all children.

Learning to read for most children doesn't just happen. Growth in reading ability comes as children engage in reading of material that is relevant to their purposes, suited to their abilities, helpful in overcoming their problems or extremely enjoyable. The reading program should be a continuing one taught regularly, systematically, and sequentially within a school system from year to year.

Certain attitudes, procedures and skills on the part of the teacher tend to maximize the reading development of the individual child.

Provision of a rich reading environment is of prime importance. Such an environment gives a place of importance to reading, makes access to reading easy, and provides success in reading through experiences that are interesting and challenging.

In the adequate environment for reading, materials will be provided that are simple enough to be appealing to the slowest member of the class; there will also be materials provided to capture the interest and challenge the skill of the most mature reader in the group.

The teacher's ability to elicit the involvement and cooperation of the learner in decisions which affect progress and development and influence his success in reading is significant. An understanding of particular problems and an interest in self-improvement together with the confidence that improvement can be made, provide a foundation upon which growth in reading ability can be built.

The understanding teacher accepts pupil differences, has as a goal assisting each to grow, provides recognition and approval for every evidence of growth and gives affectionate attention to every student.

The resourceful teacher is the most important single element for stimulating the child's growth in reading. The success of the reading program in the elementary school is dependent upon the professionally prepared, interested teacher who has the ability to work with young learners in terms of their abilities and needs, constantly adapting methods and materials to the pupils' aptitudes and limitations.

The elementary reading program may be presented in levels rather than in specific grade requirements. An entire class of children is not expected to move through a yearly reading program in lock-step fashion. Some children may require four years to complete a program ordinarily outlined for the first three grades, while others within the same three year period may complete the work of the first three grades plus many additional enriching activities.

It is imperative that the teacher gain an understanding of the entire reading program and recognize how work with children at each level relates to the total program in reading. Readiness, preparation for reading at each level including review and motivation, must be provided to ensure sequential and continuous growth throughout the school reading program.

THE ELEMENTARY READING PROGRAM

The following outline is used in presenting a suggested scope and sequence for developmental reading in the elementary school.

I. THE DEVELOPMENTAL READING PROGRAM

A. Perceptive Skills
  1. Phonetic analysis
  2. Structural analysis
  3. Context clues, picture clues, configuration

B. Study Skills
  1. Dictionary skills
  2. Locational skills (Library skills)
  3. Organizational skills

C. Comprehension and Interpretation Skills
  1. Following printed directions
  2. Finding proof
  3. Drawing logical conclusions
  4. Keeping events in proper sequence
  5. Finding main ideas
  6. Predicting outcomes
  7. Seeing relationships
  8. Finding specific information
  9. Interpreting story ideas (generalizing)

D. Fluency and Rate Skills
  1. Recognizing and pronouncing words with speed and accuracy
  2. Grouping words into meaningful phrases
  3. Interpreting marks of punctuation accurately
  4. Varying rate to purpose for which the reading is done

E. Oral Reading
  1. Pleasing voice quality
  2. Adequate interpretation
  3. Accuracy of pronunciation

F. Silent Reading
  1. Wide reading for:
    - appreciation
    - pleasure
    - information

LEVELS OF GROWTH IN THE DEVELOPMENTAL READING PROGRAM FOR ELEMENTARY SCHOOLS

LEVELS	GRADES
1. GETTING READY TO READ KINDERGARTEN AND LATER	K 1
2. BEGINNING TO READ PREPRIMER PRIMER FIRST READER	1 2
3. ESTABLISHING FLUENCY IN READING SECOND GRADE READERS THIRD GRADE READERS	2 3 4
4. IMPROVING COMPREHENSION AND STUDY SKILLS FOURTH GRADE READERS FIFTH GRADE READERS SIXTH GRADE READERS	4 5 6 7
5. ATTAINING INCREASED MATURITY SEVENTH GRADE READERS EIGHTH GRADE READERS	7 8

The above chart indicates grades at which children normally reach various levels of the reading program. However a survey of any classroom will reveal children far above grade level and far below the usual expectancies. It is recognized that grade norms are largely theoretical. The child should be assisted to grow at a rate commensurate with his abilities and needs. The teacher needs to know the necessary reading skills or essentials regardless of the reader system used and provide basal instruction which will ensure continuous growth for every student.

DEVELOPMENTAL READING SKILLS

Skills at one level should be learned before emphasis is placed upon those at the next higher level

LEVEL	GETTING READY TO READ K and LATER	BEGINNING TO READ - GRADES ONE AND TWO
Phonetic and Structural Analysis	Develop ability to hear sounds Identify Rhyming words Observe likenesses and differences	Identify rhymed sounds & words - Supply rhymes for words Consonant sounds in initial, middle and final position Consonant blends & digraphs sh, st, bl, pl, tr, fr, wh, th, ch, fl, cl, gl, sp, sm, sn, sw, tw - Long vowel sounds
Dictionary Skills	Use picture dictionary	Use picture dictionary - Alphabetize words by first letter
Locational Skills		Use source books to find answers to questions - Use table of contents, page numbers and titles to locate information
Organizational Skills	Follow simple oral directions Work independently for short periods - Learn proper care and use of books	Follow simple printed directions - Recall what has been read orally or silently Place events in sequence - Grasp main idea - Anticipate outcome
Oral Reading	Recite rhymes and short poems Retell stories - Participate in dramatic play	Read with freedom from tension - Read with expression in phrase units - Understand simple punctuation, period, coma, question mark, exclamation mark
Silent Reading		Always read silently in preparation for oral reading Read without vacalization - Read simple materials both in and out of school

LEVEL	ESTABLISHING FLUENCY IN READING GRADES TWO, THREE, FOUR	IMPROVING COMPREHENSION AND STUDY SKILLS GRADE FOUR
Phonetic and Structural Analysis	Three letter blends-str-thr-spr-spl, Silent letters in kn-wr-gn - Sounds formed by more than one letter, ou-ow-er-ur-ir-oi-oy-oo-aw-ew-ight - Short vowel sounds - "y" as a consonant, "y" as a vowel - Two sounds of c and g - Common vowel generalizations-Root words prefixes, suffixes-Word endings-ful-en-d-ed-ing-er-est-y-ly-Contractions, possessives, compound words-Consonant digraphs-th-ch-wh-sh-gh-ng-nk-ch,etc.-Apply rules of syllabication	Review all phonic skills presented previously-Review and refine structural analysis skills-Recognition of compound words, root words, plurals, hyphenation using rules of syllabication, contractions, prefixes, suffixes
Dictionary Skills	Use simple dictionaries as aid to spelling-Alpahabetize by first two letters-Introduce diacritical markings and accent-Select appropriate meanings	Use elementary school dictionary for work meaning and spelling-Understand alphabetical order and use of guide words-Learn use of phonetic spelling-Use pronunciation key at bottom of each page
Locational Skills	Understand simple library skills-Locate & select materials on proper level-Become familiar with parts of books and their use in locating information-Become familiar with parts of a newspaper-Read maps and charts	Learn to use card catalog, title card, author card-Understand alphabetical order and use of guide words
Organizational Skills Comprehension	Follow printed directions-Find main ideas-Follow sequence of events-Draw conclusions-Predict outcomes-Find proof-Associate text with pictures	Summarize-Develop one step outline (main idea I.,II.,III.)-Develop two step outline (subordinate ideas A.,B.,C.)-Classify information and take notes-Develop a study technique (survey, question, read, recite, review)
Oral Reading	Read clearly-Adapt to action and mood-Make use of punctuation-Indicate characterization by voice	Convey and interpret feeling effectively-Develop fluency-Develop pleasant voice and speech characteristics
Silent Reading	Read many materials independently for enjoyment and information	Adjust rate to purpose and difficulty of material-Learn to skim effectively-Read widely for a variety of purposes, enjoyment, information, appreciation

LEVEL	IMPROVING COMPREHENSION AND STUDY SKILLS GRADE FIVE	IMPROVING COMPREHENSION AND STUDY SKILLS GRADE SIX
Phonetic and Structural Analysis	Review and refine auditory and visual perception of consonants, vowels, syllables, accent, silent letters and blending, root words, compound words, hyphenated words, contractions, possessives, prefixes, suffixes	Re-enforce and extend skills presented earlier-Consonant sounds and blends, vowel sounds, long and short-vowel teams-principles of syllabication roots, prefixes, suffixes, possessives, contractions, hyphenated words
Dictionary Skills	Alphabetize by second, third and fourth letters Recognize abbrviated parts of speech, diacritical markings, preferred pronunciation-guide words, syllabication and accent - key to pronunciation-cross reference, plurals, irregular plurals - verb tenses	Re-enforce and extend skills presented earlier
Locational Skills	Review and refine all skills introduced earlier-Increase understanding of magazines, parts of a book, encyclopedias, atlas, maps, newspapers, time-table, card catalog and telephone book, various catalogs	Extend and refine skills presented earlier Make use of card catalog, use periodicals - Make use of all parts of a book - author's introduction, contents, index, glossary, title page, and footnotes. Interpret charts, graphs, and tables.
Organizational Skills Comprehension	Review and refine skills introduced earlier Read critically-Recognize propaganda- Interpret nonliteral language-use pictures, charts and diagrams to interpret reading matter	Extend and refine skills introduced earlier- Follow precise written directions - Express accurately central thought of a passage-Choose from a compilation of information, facts pertinent to a report
Oral Reading	Review and refine skills presented earlier- Read with poise and self confidence Interpret meanings and feelings effectively in various audience situations, radio plays, stage version of a story	Read with skill and effectiveness-interpretation in various audience situations-Interpret both prose and poetry effectively-Listen appreciatively to readings or recordings from worthwhile literature
Silent Reading	Read widely for enjoyment, appreication and information	Show a beginning of literary taste-Read widely and regularly for pleasure and information

GRADE ONE

INTRODUCTION:

Attainment of the chronological age of six, six-and-a-half, or seven, or desire to learn to read does not ensure that a child will automatically learn to read. Learning to read takes much careful planning, work, and cooperation on the part of both parents and teachers.

Just as all children do not cut the first tooth, walk or talk at the same age, so children do not read at the same age. Children differ physically, emotionally, socially, and intellectually. Each child who enters the first grade is an individual.

The first grade may include the two levels, Getting Ready to Read and Beginning to Read (Readiness activities, pre-primer and first reader). Not all children are expected to complete the first reader during their first school year.

LEVEL ONE - GETTING READY TO READ

THE READINESS PERIOD

I. WORD PERCEPTION SKILLS

A. Phonetic Analysis (auditory)

1. Give attention to enunciation and pronunciation of words in the speaking vocabulary. Reproduce pronounced two and three syllable words.
2. Develop the ability to hear sounds at the beginning of a word, at the end of a word or in the middle of a word.
3. Listen to rhymed sounds and words. Become familiar with rhymed phrases and chants in tales, poems and songs.
4. Hear the length of words (which is shorter? boy-elephant)

B. Structural Analysis

1. Recognize
    - Colors
    - Sizes (big, little, tall, short)
    - Shapes (square, round, triangle)
2. Observe likenesses and differences:
    - in objects
    - in pictures of objects
    - in words
    - in letters
3. Recognize and identify upper and lower case letters of the alphabet

C. Word Meaning
  1. Understand many simple words related to experiences and gain the ability to use them in speech.
  2. Build language experience through listening to stories, poems, explanations and discussions and participation in story telling and dramatic play.
  3. Associate pictures to words.
  4. Identify new words by picture clues.

D. Word Recognition

  1. Recognize own name in print
  2. Know the names of the letters
  3. Match capital and small letters
  4. Observe visual details: length of words, configuration

E. Other
  1. Introduce left to right eye movements in reading pictures.
  2. Introduce left to right eye movements in following reading of sentences and phrases on charts and chalkboard.

II. STUDY SKILLS

A. Develop habits of self dependence which reflect responsibility, independence and industry (work independently for short periods).

B. Develop the ability to follow simple oral directions.

C. Build the ability to carry in mind a sequence of ideas.

D. Extend the attention span in a climate of emotional security and mental stimulus.

E. Build motor coordination through music, play and work activities.

F. Learn to care for and enjoy using books.
  1. Begin at the front of the book.
  2. Begin at the left hand page.
  3. Know that a sentence begins at the left.

III. COMPREHENSION AND INTERPRETATION

A. Listen to and enjoy old and new stories.

B. Retell stories giving correct sequence of happenings.

C. Remember from stories read aloud:
  1. Names of characters.
  2. Main ideas.
  3. Conclusion.

D. Develop creative stories orally.

E. Use complete sentences.

IV. **ORAL EXPRESSION**

A. Recite many nursery rhymes and other short poems.

B. Request re-reading of enjoyable stories and poems.

C. Participate in creative dramatic play (express self spontaneously).

D. Use the voice expressively.

E. Strive for clear pronunciation and enunciation.

F. Remember a five word sentence.

G. Make simple endings for stories.

H. Use new words.

LEVEL TWO - BEGINNING TO READ

Pre-primer, Primer, First Reader

I. **WORD PERCEPTION SKILLS**

A. Phonetic Analysis (auditory perception first then visual)
  1. Identify rhymed words and sounds.
  2. Supply rhymes for words.
  3. Recognize and make the sounds of single consonant letters in initial, middle, and final position, b-- d-- f--h-- j-- k-- l-- m-- n-- p-- q-- r-- s-- t-- v-- w-- x-- y-- z--.
  4. Substitute initial consonant sounds to build new words.
  5. Substitute final consonant sounds to build new words.
  6. Recognize certain consonant blends heard in reading (listed in order of difficulty sh-- st-- bl-- pl-- tr-- fr-- wh-- th-- ch-- fl--cl-- gl-- sp-- sm-- sn-- sw-- tw--.
  7. Recognize the long vowel sounds.

B. Structural Analysis
  1. Recognize new words formed by substituting initial letters. (look, book, took).
  2. Recognize new words formed by substituting final letter (bat, bag).
  3. Identify parts of words (paying).
  4. Recognize common contractions (isn't, can't).
  5. Recognize compound words formed by two known root words (cowboy, some thing).
  6. Recognize inflectional endings (s, ed, d, ing, er).

C. Word Meaning
    1. Learn many new words from new experiences.
    2. Gain recognition of new words from board and chart work before they are met in a book.
    3. Through dramatic play interpret experiences and words.

D. Other approaches.
    1. Use context to identify new words.
    2. Recognize common words on sight through many different and meaningful uses.
    3. Identify new words through clues given in pictures.
    4. Use configuration for recognition of words.
        a. notice capital and small letters
        b. notice length of words
        c. notice double letters

II. STUDY SKILLS

A. Increase attention span.

B. Use reference book to answer questions.

C. Use picture dictionary to locate words.

D. Learn the proper way to hold a book and turn a page.

E. Use the table of contents to locate stories.

F. Use page numbers to locate specific materials.

III. COMPREHENSION AND INTERPRETATION

A. Follow printed directions.

B. Place events in sequence.

C. Verify a statement or find sentences which answer specific questions.

D. Anticipate action and outcome - draw conclusions from given facts.

E. Recall what has been read silently.

F. Recall what has been read aloud.

G. Understand relationships between episodes (cause and effect).

H. Grasp the main idea.

I. React to the content linking it to personal experience.

IV. ORAL READING

A. Overcome the common difficulties, reversals, substitutions, omissions, additions, repetitions, refusal to attempt new words.

B. Gain ability to read with freedom from tension.
  1. Read with no finger pointing or head movements
  2. Have good posture
  3. Handle book appropriately

C. Read orally in phrase units (not word-by-word)

D. Read orally with expression - use proper voice intonation to give meaning.

E. Take character parts in a story.

F. Enunciate and pronounce correctly.

G. Understand simple punctuation:
  1. period (.)
  2. comma (,)
  3. question mark (?)
  4. exclamation mark (!)

V. SILENT READING

A. Always read silently in preparation for oral reading with meaning.

B. Read silently without vocalization:
  1. lip movements
  2. whispering

C. Read without head movements or finger pointing.

D. Read simple materials independently both in and out of school.

LEVEL THREE - ESTABLISHING FLUENCY IN READING

GRADE TWO

INTRODUCTION

Because many children do no reading during the summer months much of what has been covered during the first year will have been forgotten. Therefore at the beginning of the second grade an intensive well-planned review is necessary. A basal reading series other than that used in first grade may be used for the review period.

Achievement may extend from pre-primer to beyond second year ability. This wide range will necessitate grouping within the class.

I. WORD PERCEPTION SKILLS

A. Phonetic Analysis (auditory perception precedes visual discrimination in all new phonetic presentations)

1. Know consonant sounds taught in first grade (b,d,f,j,k,l, m,n,p,q r,s,t,v,w,x,y,z) and consonant blends (st,tr,fr,sm, sn,sw,tw,bl,sp,gl,fl,pl,cl,sh,ch,wh,th).
2. Apply the above consonant blends and sounds to:
   - a. initial position in words (tell)
   - b. final position in words (let)
   - c. medial position in words (little)
3. Understand that a consonant letter may represent more than one sound (the s in this or his for example).
4. Know three letter initial blends - str, thr, spr, spl.
5. Recognize silent letters in kn, wr,gn.
6. Know sounds formed by more than one letter.
   - ou as in out
   - ow as in show or cow
   - er as in her
   - ur as in fur
   - ir as in bird
   - oi as in oil
   - oy as in boy
   - oo as in ballroom or book
   - aw as in straw
   - ew as in new
   - ight as in night
7. Know the short vowel sounds (a,o,i,u,e) Teach in this order.
8. Know the long vowel sounds.
9. Understand the function of "y" as a consonant when beginning a word as (yes) and a vowel (bicycle, sky) anywhere else.
10. Know two sounds of c and g:
    - c followed by i,e,or y makes s sound (city, cent, cyclone)
    - c followed by a,o, or u makes k (cat, cot, cut)
    - g followed by i,e, or y makes j sound - soft sound (ginger, George, gym)
    - g followed by a, o, or u makes guh sound - hard sound (game, goat, gun)

Grade Two - Level Three (Continued)

11. Through many and varied experiences with meaningful materials gain an understanding of the following generalizations.
    a. vowels are influenced when followed by "r", "w", and "l" (star, saw, all).
    b. a single vowel in a word or syllable which ends with a consonant usually is short (sat).
    c. a single vowel at the end of a word usually is long (me).
    d. when there are two vowels in a word one of which is an e at the end of the word the preceding vowel is long (like).
    e. when there are two vowels together, usually the first is long and the second is silent (pail, train).

B. Structural Analysis
   1. Recognize root or base words (mines, mined, miner)
   2. Recognize word endings (ful, en, d, ed, ing, t, er, est, y, ly)
      a. drop final e before adding ing (take-taking).
      b. double the consonant before adding ending (chop-chopping)
   3. Recognize contractions (I'll, won't)
   4. Recognize possessives (Mother's).
   5. Recognize compound words. (cowboy).

C. Word Meaning and Word Recognition
   1. Recognize that words may have multiple meanings (band).
   2. Recognize synonyms (jolly, happy).
   3. Recognize opposites (up-down).
   4. Recognize homonyms (rode-road).
   5. Use context to learn meaning of strange words.
   6. Use word form clues.
      a. configuration (recognize the word through its outline, form and shape).
      b. visual similarity of rhyming words (hall, wall, call).

II. **STUDY SKILLS**

A. Listen to teacher, children, radio, and recordings to gain new understandings.

B. Use picture dictionary to locate words for meaning and spelling.

C. Alphabetize by first letter.

D. Use table of contents, page numbers, and titles to locate information.

Grade Two - Level Three (Continued)

III. COMPREHENSION AND INTERPRETATION

- A. Follow printed directions.
- B. Find main idea.
- C. Follow sequence of events.
- D. Draw conclusions.
- E. Predict outcomes.
- F. Find proof.
- G. Associate text with pictures.
- H. Dramatize stories read.
- I. Illustrate stories read.
- J. Tell stories which were read previously.

IV. ORAL READING

- A. Prepare for oral reading by preliminary silent reading and study.
- B. Read clearly and distinctly (other members of class close books when reading is for entertainment).
- C. Adapt voice to action and mood of the story.
- D. Read with expression (indicate characterization by voice).
- E. Make use of punctuation as an aid to reading.
- F. Listen to others read, choosing the best expression.

V. SILENT READING

- A. Read all materials silently prior to oral reading.
- B. Read many easy materials independently for enjoyment or information.
- C. Show increased skill, care and enjoyment in using books.

LEVEL THREE - ESTABLISHING FLUENCY IN READING

GRADE THREE

INTRODUCTION

Pupils entering third grade vary widely in reading achievement. The teacher must survey his group carefully to determine reading weaknesses and strengths and form groups in order to meet individual needs. Some pupils will require special assistance while others will be eager to learn and will encounter few difficulties.

During the readiness period at the opening of school, review should be conducted at a level easier than that used at the close of the second year using a reader not used in the second grade.

A major aim of the third grade reading program is that of developing further the abilities and skills introduced previously. An additional aim should be that of helping pupils to read silently at a fairly rapid rate. By the end of the third grade the pupil's rate of silent reading should exceed considerably the speed at which he reads orally. Since rapid reading is only achieved by doing a great deal of reading, it is of utmost importance that ample opportunity to read be provided. Not only must much and varied reading material be made available but also care must be taken to fit the reading material to the pupil's reading level. Offering a pupil material that is too difficult will limit the amount of reading he can do and discourage him; material that is not interesting and challenging will bore him.

It is recommended that a special effort be made to develop in pupils the desire to look for reading materials which will supplement their reading in the content fields. Wide reading in the fields of science, social studies, and the arts should be stimulated.

I. WORD PERCEPTION SKILLS

A. Phonetic Analysis
   1. Review and refine all skills taught previously:
      a. recognize all single consonant sounds and blends made with l, r, s, and w.
      b. recognize the digraph sounds th, ch, wh, sh, gh, ng, nk, ck, etc.
      c. recognize all short and long vowel sounds and diphthongs.
      d. recognize silent letters in kn, wr, and gn.
      e. know two sounds of c and g.
         c followed by i, e, or y usually makes s sound.
         c followed by a, o, or u usually makes k sound.
         g followed by i, e, or y usually makes j sound.
         g followed by a, o, or u usually makes guh sound.

f. understand the vowel rules:
  - a vowel in a one syllable word which ends in a consonant is usually short (hand, cat).
  - a vowel in a syllable or word ending in e is long.
  - when two vowels appear together the first is usually long and the second is silent.
  - a single vowel at the end of a word usually is long.

B. Structural Analysis
  1. Review and refine all skills previously presented.
    a. recognize compound words.
    b. identify root words.
    c. read contractions.
    d. use possessive forms.
    e. drop final e before adding endings.
    f. double the consonant before adding "ing".
  2. Learn new skills.
    a. recognize the following suffixes and prefixes:
    a-- un-- ex-- be-- dis-- in-- th-- ty-- ful-- less-- ness--.
    b. form plurals by adding s, es, ies.
    c. form plurals by changing f to v and adding es.
    d. recognize similarities of sound as x and cks (box, blocks).
    e. understand and apply rules of syllabication.
      - there are usually as many syllables in a word as there vowel sounds.
      - if there is a single consonant between two vowels the vowel goes with the first syllable (o/pen).
      - if double consonants appear between two vowels the syllable break is between the two consonants (hap/pen).
    f. understand the use of the primary accent mark.

C. Word Meaning and Word Recognition
  1. Strive for mastery of the basic sight vocabulary.
  2. Through many and varied reading experiences increase speaking and reading vocabulary.
  3. Select and appreciate descriptive and figurative words and phrases (delight in the beauty of words).
  4. Increase ability to supply synonyms, antonyms, and homonyns.
  5. Use context to determine meaning of strange words.
  6. Develop a vocabulary for specific areas (arithmetic, science).

II. STUDY SKILLS

A. Dictionary Skills
  1. Understand the use of the beginning school dictionary for word meaning and spelling.

- a. understand alphabetical order and the use of guide words (alphabetize words by first two letters).
- b. understand diacritical markings and accents as keys to pronunciation.
- c. select the appropriate meaning.
- d. use the dictionary as an aid in spelling.

B. Locational Skills and Organizational Skills

1. Introduce simple library skills.
    - a. locate primary materials.
    - b. understand procedure for withdrawal and return of books.
    - c. develop some understanding of the card catalog.
    - d. select materials on proper level.
2. Become familiar with parts of books and their use in locating information.
    - a. learn to use:
        - titles
        - table of contents
        - lists - maps, charts, graphs
        - glossary
        - index
3. Become familiar with the parts of newspapers.
    - a. index of sections
    - b. masthead
    - c. headlines
4. Use the technique of skimming.
5. Develop the ability to determine the best source from which to obtain information (dictionary, encyclopedia, index, glossary, etc.)
6. Read maps and charts.
7. Introduce the use of encyclopedia.

III. COMPREHENSION AND INTERPRETATION

A. Review and extend previously taught skills

1. Find the main idea in a sentence, a paragraph, or an entire story.
2. Keep events in proper sequence.
3. Draw logical conclusions.
4. See relationships.
5. Predict outcomes.
6. Follow printed directions.

B. Read for a variety of purposes

1. For enjoyment.
2. For information.
3. To obtain a general idea of content.

Grade Three - Level Three (Continued)

IV. ORAL READING

A. Read with a pleasing voice quality.

B. Read orally with expression for a specific purpose and to an audience.
   1. Read with adequate volume.
   2. Enunciate clearly and distinctly.
   3. Pronounce words accurately.
   4. Convey meaning to listeners.
      a. indicate characterization by voice.
      b. make use of punctuation as an aid to reading.

C. Use choral reading to interpret poetry.

D. Listen critically to tape recordings of own reading.

E. Learn to appreciate and listen to others.

V. SILENT READING

A. Read independently choosing from a wide variety of materials.

B. Read silently more rapidly than orally - adjust rate of reading to purpose.

C. Find increased enjoyment in reading for pleasure or information.

LEVEL FOUR - IMPROVING COMPREHENSION AND STUDY SKILLS

GRADE FOUR

INTRODUCTION

The developmental reading program in grade four is chiefly concerned with the improvement of skills introduced in the primary grades. Since pupils will be increasingly engaged in reading in the content subjects, the need to read rapidly and to gain greater ability in reading for information and understanding is magnified. Comprehension of what is read, location of information through the use of tables of contents and indexes, effective use of dictionaries, encyclopedias and other reference materials and organization of facts and ideas are among the skills and abilities to be stressed in grade four.

Although reading will be used to an ever increasing degree in the content areas, teachers should continue to encourage and cultivate wide reading for appreciation and enjoyment.

In order to provide pupils with continuing development in reading skills, teachers will need to become aware of the special interests of each child and be concerned with the means of making available an abundant supply of reading materials. These materials should cover a range of difficulty wide enough to meet the needs of all pupils included in the class.

I. WORD PERCEPTION SKILLS

A. Phonetic Analysis - Review all phonic skills presented previously.
   1. single consonants and blends.
   2. short and long vowels.
   3. vowel combinations ee, ea, ai, ay, au, aw, oo, oi, oy, ou, ow.
   4. review the general vowel principles.
      - vowels are usually given the short sound when they appear as single vowels followed by a consonant.
      - vowels are usually given the long sound when they appear as single vowels at the end of a word.
      - usually when two vowels appear together the first is long and the second is silent.
      - if there are two vowels in a word or accented syllable, one of which is final e, usually the first vowel has the long sound and the final e is silent.
      - if the only vowel in a word or accented syllable is followed by r the sound of the vowel is controlled by the r.
      - if the only vowel in a word is a and is followed by l or w the sound of the vowel is controlled by l or w.

Grade Four - Level Four (Continued)

- the same sound (phoneme) may be represented by a number of different letter combinations.

ate	eight	they		
let	many	said	bread	friend
air	care	pear	their	
though	sew	go	oak	
dump	rough	tons		

B. Structural Analysis
1. Review and refine previously taught skills.
    a. recognition of compound words.
    b. identification of root words.
    c. formation of plurals.
    d. hyphenation of words using rules of syllabication.
    e. recognition of suffixes and prefixes.
    f. recognition of contractions.
2. Recognize the following prefixes: in--, re--, con--, dis--, im--, trans--.
3. Recognize the following suffixes: --ment, --ant, --ly, --ive, --er, --ty, --ie,--tion, --ful, --y, --ness, --word, --ish, --ist.
4. Understand and apply the following general principles of syllabication.
    a. every syllable must contain a vowel - a single vowel can be a syllable.
    b. suffixes and prefixes are syllables with meanings of their own.
    c. a root word is not divided into syllables.
    d. if the first vowel is followed by two consonants the first syllable usually ends with the first consonant (or/der).
    e. if the first vowel is followed by a single consonant the consonant usually begins the second syllable (a/lone).
    f. if a word ends in le preceded by a consonant that consonant begins the last syllable (pur/ple).
    g. the letter x always goes with the preceding vowel to form a syllable (ex/it).
    h. the letters ck go with the preceding vowel and end the syllable (chick/en).
5. Understand and apply the following general accent clues
    a. the first syllable is usually accented unless it is a prefix.
    b. beginning syllables de, re, be,in, and a are usually unaccented.

C. Word Meaning and Word Recognition
1. Increase ability in getting meaning from context.
2. Increase special vocabularies for various subject areas.
3. Continue to increase speaking and reading vocabularies.
4. Appreciate descriptive and figurative language.

Grade Four - Level Four (Continued)

5. Know the meaning of punctuation:
    a. italics
    b. quotation marks
    c. parenthesis
    d. exclamation marks
6. Continue to increase ability to supply synonyms, antonyms, homonyms and heteronyms.
7. Develop an understanding of language growth and change.

II. STUDY SKILLS

A. Dictionary Skills

1. Review and maintain skills presented in primary grades.
    a. review order of letters in the alphabet.
    b. review alphabetical arrangement of words.
2. Learning the meaning and use of the phonetic spelling that follows in parenthesis each word in the dictionary.
3. Learn the meaning and use of the pronunciation key found at the bottom of each dictionary page.
4. Learn to select the meaning which fits best according to context in which the word is used.
5. Use the guide words.
6. Understand the meaning and use of the secondary accent mark.

B. Library Skills (locational skills)

1. Use the card catalog.
    a. to reenforce alphabetical arrangement.
    b. to learn to use the title card, author card, subject card, and simple Dewey Classification.
2. Use shelf guides.
3. Use reference materials i.e., encyclopedias, magazines, and the dictionary.
4. Understand the significance of footnotes, graphs, maps, tables and pictures in reading materials.

C. Organizational Skills

1. Arrange ideas in sequence.
2. Summarize.
3. Develop a one step outline (main ideas I., II., III.).
4. Develop a two step outline (subordinate ideas A., B., C.).
5. Classify information and take notes.
6. Develop a study technique, (survey, question, read, recite, review.)

III. COMPREHENSION AND INTERPRETATION

A. Find the main idea

1. Choose titles for selections read.
2. Summarize.

Grade Four - Level Four (Continued)

3. Identify key words and topic sentences.

B. Find Details
  1. Select pertinent facts.
  2. Interpret descriptive words and phrases.
  3. Select facts to support main ideas.
  4. Varify facts.
  5. Arrange ideas in sequence.

C. Do Critical Reading
  1. Select pertinent facts and make critical judgments.
  2. Make comparisons and see relationships.
  3. Distinguish fact from fiction.
  4. Identify the mood of a selection.
  5. Identify the author's purpose.
  6. Identify character traits.
  7. Make generalizations and weigh evidence.
  8. Reason cause and effect.

IV. Oral Reading

A. Review, refine and maintain previously taught skills
  1. Convey and interpret feeling effectively (humor, suprise, suspense, etc.).
  2. Develop fluency.
    a. read in thought units and phrase correctly.
    b. observe punctuation and pronounce words correctly.
    c. read smoothly, at an appropriate rate.
  3. Develop pleasant voice and speech characteristics.
    a. enunciate clearly and distinctly.
    b. use suitable pitch.
    c. identify and correct faulty speech habits.
      1. prevent the omission of words or the final consonant.
      2. eliminate substitution, transposition, and repetition of words.
      3. correct nasality, lisping and stuttering (refer to speech correctionists).

V. SILENT READING

1. Select material relatively free of difficulty.
2. Adjust rate to purpose and difficulty of material.
3. Eliminate lip reading, and inner vocalization and develop powers of concentration and attention.
4. Learn to skim effectively.
5. Read widely both in an out of the classroom for a variety of purposes including enjoyment, information and meaningful understanding.

LEVEL FOUR - IMPROVING COMPREHENSION AND STUDY SKILLS

GRADE FIVE

INTRODUCTION

At this level the child displays a mounting interest in recreational reading; he particularly likes books and stories of early American history, biographies of famous men and women and "tall tales". He is interested in hobbies and seeks books found to be of value in pursuing hobbies.

The door to the realm of literature is beginning to open and the pupil is ready for and needs to be guided in developing an awareness of the qualities that identify good literature. The teacher's ability to arouse interest in worthwhile reading in relation to interests and for pleasure is extremely important.

The developmental reading program should be taught in a manner which allows for the continuous growth of each individual.

The range in reading ability becomes wider as pupils progress through the elementary school. Grouping will need to continue and individual help will be required. Methods of attacking unknown words, oral reading for the enjoyment of others, effective habits of silent reading and study, and adjustment of reading speed to meet various needs and materials encountered, should continue to receive careful and thorough development.

I. WORD PERCEPTION SKILLS

A. Phonetic Analysis - review and refine auditory and visual perception of consonants, vowels, syllables, accent, silent letters, and blending.
   1. Understand and apply general rules of syllabication.
      a. each syllable must contain a vowel - a single vowel can be a syllable.
      b. the root or base word is a syllable and is not divided.
      c. blends are not divided (spr, str).
      d. if a vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant (or/der).
      e. if a vowel in a syllable is followed by only one consonant, the syllable usually ends with the vowel (o/pen).
      f. suffixes and prefixes are syllables (kind/ness, un/kind).
      g. if a word ends in le, the consonant just before the l ends the last syllable.
      h. when there is an r following a vowel the r goes with the vowel to make the "er" sound (er,ir,ur).
   2. Review long and short vowel sounds.
      a. if there is only one vowel in a word or syllable the vowel is short.
      b. usually when there are two vowels in a word or syllable, the first vowel is long and the second is silent.

Grade Five - Level Four (Continued)

        c. know the sound of the vowel teams (au, aw, oi, oy, ou, ow, oo).
    3. Understand and apply the general rules concerning accent.
        a. in a word of two or more syllables, the first syllable is usually accented unless it is a prefix.
        b. recognize and interpret primary and secondary accents.

B. Structural Analysis
    1. Recognize root words in inflected and derived forms.
    2. Recognize compound words, hyphenated words, contractions, possessives.
    3. Become familiar with form changes by prefixes un, in, dis, and re, and suffixes less, ive, ment, ness, ary, able.

C. Word Meaning and Word Recognition
    1. Increase recognition and understanding of vocabulary in content areas: social studies, English, arithmetic, science.
    2. Learn meanings of prefixes and suffixes.
    3. Extend knowledge of synonyms, antonyms, heteronyms and homonyms.
    4. Increase understanding of language growth and change (semantics).
    5. Understand figurative and colorful expressions.
    6. Understand colloquial speech.

II. STUDY SKILLS

A. Dictionary Skills
    1. Alphabetization - Classifying words by second, third, and fourth letters.
    2. Recognize and learn abbreviated parts of speech as n = noun; v = verb; adj. = adjective; adv. = adverb.
    3. Learn the preferred pronunciation.
    4. Use guide words.
    5. Recognize syllabication and accent.
    6. Interpret diacritical markings.
    7. Interpret key to pronunciations.
    8. Interpret phonetic re-spellings.
    9. Use cross references.
    10. Recognize pl, irregular plurals (deer, deer).
    11. Understand the use of primary and secondary accent and the effect of change in accent on the pronunciation and meaning of words (re'cord, record').
    12. Recognize the parts of a verb - tenses - past and present.
    13. Use glossaries.

B. Library Skills (locational skills) - Review and refine all skills introduced earlier.
    1. Locate information
        - use parts of a book e.g. index, table of contents, glossary, and title page.

2. Use reference materials.
   - . the encyclopedia.
   - . the atlas and maps.
   - . magazines and newspapers.
   - . time tables.
   - . card catalog.
   - . know that every book has its place on the shelf.
   - . learn that each class of books has its own call number.
   - . examine cards - author, title, and subject.
   - . the telephone book.
   - . various types of catalogues.

C. Organizational Skills - Review and extend skills introduced earlier.
1. Outline using Roman numerals and letters.
2. List sentences to establish a sequence.
3. Summarize.
4. Learn to take notes from reading and from lectures.
5. Continue use of study techniques (survey, question, read, recite, review).

III. COMPREHENSION AND INTERPRETATION - Review and refine skills introduced at earlier levels.

A. Read critically to:
1. Make comparisons and see relationships.
2. Draw inferences and conclusions.
3. Make generalizations and weigh evidence.
4. Distinguish fact from fiction.
5. Select pertinent facts and make critical judgments.
6. Reason cause and effect.
7. Recognize propaganda.
8. Follow written directions and answer questions.
9. Interpret nonliteral language i.e. metaphors and idioms.

B. Use pictures, charts and diagrams to interpret reading matter.

IV. ORAL READING - Review and refine skills introduced at earlier levels.

A. Recognize and pronounce words with speed and accuracy.

B. Group words into meaningful phrases.

C. Interpret punctuation correctly.

D. Interpret to an audience the meaning and feelings expressed by an author.

E. Read in a pleasant well-modulated voice.

F. Read with poise and self-confidence.

G. Dramatize portions of a story.

H. Give a radio version of a story.

I. Take part in stage version of a story.

V. SILENT READING - Review and refine skills presented at earlier levels.

A. Extend vocabulary through broad reading.

B. Read Widely for appreciation.
   1. Derive pleasure from reading.
   2. Form sensory impressions.
   3. Develop imagery.
   4. Understand the physical appearance and emotional make up of characters.

C. Read widely for information.
   1. Apply study skills to reading in the content subjects.

D. Keep bibliographical data: author, book, date, pages.

E. Adjust rate of reading to purpose and difficulty of materials.

F. Develop powers of concentration and attention.

G. Learn to skim effectively.

LEVEL FOUR - IMPROVING COMPREHENSION AND STUDY SKILLS

GRADE SIX

INTRODUCTION

Evaluation at the opening of the school term will reveal a wide range in reading abilities and needs. Groups will be established to meet special needs and individual assistance will be given to ensure each pupil's continuous growth in reading.

The habit of reading regularly for pleasure, for gaining information, and for keeping informed receives continued emphasis.

Pupils are taught to vary rate of reading according to the purpose for reading and according to the type of material being read. They know and utilize the differences in skimming, rapid reading, normal reading, and careful reading.

In reading in the content subjects the pupil appreciates the need for authenticating a report by obtaining information from a variety of acceptable sources and checks the validity, relevancy and recency of information gathered for use in a report.

A beginning refinement of literary taste is evidenced. The student becomes increasingly aware of the distinguishing style of authors and is cognizant of distinctive characteristics of legends, myths, fables, and fairy tales.

In all of his reading the child should be led to grasp the author's meaning through increased understanding of specialized terminology and through the ability to comprehend the structure and organization of the material read.

I. WORD PERCEPTION SKILLS

A. Phonetic Analysis
  1. Review and refine skills presented earlier.
    a. consonant sounds and consonant blends.
    b. vowel sounds - long and short.
      - general rules for vowel sounds:
      - every syllable has at least one vowel sound. If there are two vowels in a word or syllable, usually the first is long and the second is silent.
      - if two vowels are together usually the first is long and the second is silent (ou is an exception).

Grade Six - Level Four (Continued)

- c. vowel teams oi, oy, aw, and au.
- d. reenforce and extend the principles of syllabication.
  - . each syllable must have a vowel and a single vowel can be a syllable.
  - . a root word is a syllable and is not divided.
  - . blends are not divided (th, str, wh, etc.).
  - . suffixes and prefixes are syllables
  - . if a vowel in a syllable is followed by two consonants the syllable ends with the first consonant (mar/gin).
  - . if a vowel in a syllable is followed by only one consonant, the syllable usually ends with the vowel (de/pend).
  - . if a word ends in le, the consonant preceding the l begins the last syllable (ta/ble, han/dle)
  - . if there is an r following a vowel, the r goes with the vowel to produce the "er" sound.
- e. review recognition and interpretation of primary and secondary accent.

B. Structural Analysis

1. Recognize syllabic units in unfamiliar multisyllabic words.
2. Recognize roots, prefixes and suffixes.
   - . extend knowledge to include less familiar suffixes and prefixes.
   - . become aware of the changes in functions of some words as prefixes and suffixes are added to them for example:
     - the verb ship becomes a noun with the addition of the suffix ment.
     - the verb break becomes an adjective when the suffix able is added.
     - the adjective happy becomes an adverb when the suffix ly is added.
     - the noun courage becomes a verb when the prefix dis is added.
3. Review and re-enforce the knowledge of possessives.
4. Review and recognition of contractions.

C. Word Meaning and Word Recognition

1. Extend the sight vocabulary to include new words gained from various reading materials and from audio-visual aids, both in literature and in the content areas.
2. Realize that a word may have several meanings and appreciate the need for using appropriate words to convey precise meanings.
3. Extend the knowledge of synonyms, homonyms, antonyms, and heteronyms.
4. Extend the knowledge of language growth and change.
5. Use roots, prefixes and suffixes to learn meaning.

6. Become increasingly aware of the special meanings attributed to some words when they are encountered in specific curriculum areas.
7. Develop meanings for abstract words like courage, honor, loyalty.

II. STUDY SKILLS

A. Dictionary Skills

1. Use alphabetical arrangement and guide words.
2. Learn to evaluate words and select appropriate meanings.
3. Learn pronunciation of unfamiliar words through diacritical markings and accent marks.
4. Make use of the dictionary to correct spelling.
5. Use syllabified entries.

B. Library Skills - Extend and refine skills presented earlier.

1. Make use of card catalogs.
2. Make use of book classifications.
3. Make use of periodicals and other sources of information.
    - note authors
    - read author's introduction
    - use the table of contents.
    - use the index.
    - use the glossary.
    - use the information given on the title page.
    - note copyright date.
    - note date of publication.
    - use footnotes.
    - interpret charts, graphs, and tables.

C. Organizational Skills - Extend and refine the skills introduced earlier.

1. Classify information and take notes.
2. Select and reject materials to fit a certain purpose.
3. Develop a two step outline.
4. Arrange ideas in sequence.
5. Summarize - write a simple summary of facts gathered.

III. COMPREHENSION AND INTERPRETATION

A. Increase rate of reading and learn to adjust rate of reading to purpose and difficulty of material.

B. Read critically.

C. Follow precise written directions.

D. Develop skill in interpretation of map symbols, colors and shadings, capital symbols, etc.

E. Read pictorial, circle, and bar graphs - interpret titles, keys and content.

F. Become increasingly aware of the significance of varied uses of punctuation marks and their effect upon meaning.

G. Become increasingly aware of figurative language and shades of humor in stories and poems.

H. Read to evaluate character traits and show understanding by portraying characters in impromptu dramatizations.

I. Draw conclusions from details given in pictures.

J. Develop the ability to listen to a speaker with sustained attention, to recall pertinent facts, and to restate facts correctly and clearly.

K. Express accurately the central thought of a passage.

IV. ORAL READING

A. Read aloud with sufficient skill and interpretation to enable an audience to share in the aesthetic description or emotional experience of a character as portrayed by an author in prose, poetry, and drama.

B. Choral reading and poetry.
   1. Use correct pronunciation.
   2. Phrase correctly.
   3. Interpret effectively.

C. Listen appreciatively to recordings, or readings from worthwhile literature.

V. SILENT READING

A. Extend vocabulary constantly through increasingly extensive and varied reading.

B. Read supplementary books to find details that clarify or enrich information given in textbooks in content subjects.

C. Detect details of propaganda devices, such as testimonials, name-calling, and use of highly emotive words.

D. Choose (from a compilation of information) facts pertinent to a report, a discussion, a debate, a point of view, or a sound judgment.

E. Distinguish readily between a news item and an editorial (i.e. between facts and the writer's interpretation of an issue.)

F. Read widely and regularly for pleasure and information.

G. Show a beginning refinement of literary taste.

H. Turn to books to satisfy a desire for adventure or curiosity .

I. Utilize library facilities effectively.

J. Gain facility in the use of tables of contents, glossaries, indexes, footnotes, appendixes, and other guides in all types of publications in order to gain information.

K. Skim with facility to locate information quickly.

L. Extend skill in presenting clear, accurate and concise summations of materials read.

M. Develop ability to select reference sources appropriate for the type of information needed.

APPENDIX I

READING READINESS

The success of any modification of a school program to allow for individual differences depends ultimately on an all-school and community philosophy in which considered judgments about the needs and capacities of individual children and not arbitrary standards guide decisions. This does not make for a less challenging program or for lower standards. Rather, it enables teachers to take the steps needed to provide the most stimulating and the richest possible experience for all children. In the field of reading there is ample evidence that some of the remedial problems of the upper grades arise from primary programs that were not adapted to the needs of the individuals.[1]

The school's basic purpose in making provision for a reading readiness program is to find whether the child is physically, mentally, socially, and emotionally mature enough to begin reading, and to set up an environment in which natural growth may best take place.

The school should attempt to discover any handicap of hearing, vision, speech or motor ability, and to take measures to ensure that suitable treatment is instituted. Attempts should also be made to identify and correct problems in adjustment, such as extreme shyness, insecurity, fear of failure, emotional instability, or poor attention.

Greater readiness for reading may be developed by such approaches as the following:

1. Increasing firsthand experiences in order to build up clearer basic concepts back of words and ideas.
2. Building up and clarifying the child's speaking vocabulary.
3. Giving the child some experience in expressing ideas clearly.
4. Accustoming the child to the fact that symbols stand for ideas.
5. Acquainting the child with the physical make-up of a book, and with the left-to-right progression of symbols across the page.
6. Giving some practice in seeing likenesses and differences in words.
7. Accustoming the child to working with other children and to listening in a group.
8. Assisting in clearing up any mispronunciations, poor enunciation, or false concepts of words.
9. Giving the child who does not speak English the opportunity to build concepts and develop some fluency in using the language.
10. Stimulating a desire to read.[2]

CHECK LIST FOR READING READINESS

In attaining an understanding of the readiness status of the individual, the following check list may be used, in addition to other evaluations, to supplement or codify observations made by the teacher. If a negative response is given to a majority of the questions included in the list, it may be an indication that beginning formal instruction in reading should be delayed.

READING READINESS CHECK LIST

Name of Child: ____________________

Date of Birth: ____________ **Chronological Age:** ____________

School: ____________________ **Teacher:** ____________

Date: ____________

Indicate: Yes __X__ No __O__ Uncertain __?__

PHYSICAL READINESS

EYES

1. Does the child appear to see well: ____ ____ ____
2. Can he tell similarities and differences? in form? For example: What is the shape of a baseball or a box? ____ ____ ____
   in color? ____ ____ ____
   in letters and words? ____ ____ ____
3. Does he have difficulty seeing material on the chalk-board? ____ ____ ____
4. Does he experience difficulty in viewing material in books? ____ ____ ____
5. Was a visual screening test administered? Test: ____________ Evaluation ____________

____

____

EARS

6. Does he appear to hear what is said? ____ ____ ____
7. Is he aware of sound differences and likenesses? ____ ____ ____
   Rhyming parts? (e.g. cat, hat) ____ ____ ____
   Beginning sounds? (e.g. cat, king) ____ ____ ____
8. Was a hearing screening test administered? ____ ____ ____
   Test: ____________ Evaluation: ____________

____

____

GENERAL HEALTH

9. Is dental development normal for his age? ____ ____ ____
10. Does he seem well nourished? ____ ____ ____
11. Does he have normal appetite? ____ ____ ____
12. Are there symptoms of physical problems? ____ ____ ____
13. Does he have normal stamina? ____ ____ ____

Examination by:____________________ Findings:____________________
____
____

SPEECH

14. Does he speak clearly? ____ ____ ____
15. Is his speech indistinct because of a speech defect or is it merely a developmental lag? ____ ____ ____
16. Is his pronunciation usually correct? ____ ____ ____
17. Does he speak in sentences? ____ ____ ____
18. Does he show confidence when speaking in a group? ____ ____ ____

Examination by:____________________ Findings:____________________
____
____

MOTOR COORDINATION

19. Do his eyes and hands work together? (cutting, outlining a picture) ____ ____ ____
20. Does he show preference for one hand? ____ ____ ____
21. Does he participate adequately in group activities on the playground? ____ ____ ____

Test:____________________ Evaluation:____________________
____
____

INTELLECTUAL READINESS

22. Can he follow simple directions? ____ ____ ____
23. Does he enjoy being "read to"? ____ ____ ____
24. Can he draw a person with body, mouth, nose, eyes, arms, legs, and feet? ____ ____ ____
25. Can he follow the left to right sequence in pictures? ____ ____ ____
26. Can he give his age? ____ ____ ____
27. Does he know how many fingers he has on one hand? ____ ____ ____
28. Does he know the names of 2 or 3 coins as penny, nickel, dime? ____ ____ ____
29. Does he know how to use common opposites as big-little, heavy-light, soft-hard, etc.? ____ ____ ____
30. Does he know the names of common colors as red, yellow, blue? ____ ____ ____
31. Can he give correct answers to questions about stories or verses he has heard? For example: What were Jack and Jill going to do? Whom did the three bears find in bed? ____ ____ ____

Intellectual Readiness (Continued)

32. Can he give a simple description of as well as enumerate what he sees in a picture?
33. Can he tell what all of a group of things are called? For example: balls, blocks, and dolls are all toys.
34. Does he associate workers with their activities? (e.g.firemen put out fires)
35. Does he want to know what "this word says"?
36. Is he interested in the sound of words?
37. Is he interested in numbers?
38. Can he print his own name?
39. Does he recognize common words on experience charts which has has helped to make?
40. Does he know the names of common animals? For example: What is a sparrow? What animal has a trunk? What is the baby cow called? What is a collie? What animal pulls a wagon?
41. Does he know the names of common tools? For example: What is used to cut a board? What is used to drive a nail?
42. Does he know the meaning of common words? For example: What is a key? What is an apple? (fruit) What is a ball? What is coal?
43. Can he demonstrate simple concepts as over-under, up-down, big-little?

LANGUAGE PATTERNS

44. Does he speak in sentences?
45. Can he give a coherent account of an experience?
46. Can he remember a sequence of events?
47. Does he take part in discussions and conversations?

EMOTIONAL READINESS

48. Does he work well with a group, taking his share of responsibilities?
49. Does he cooperate in playing games with other children?
50. Does he share materials without monopolizing their use?
51. Does he take care of his clothing and materials?
52. Does he see a task (such as drawing, preparing for an activity or cleaning up) through to completion?
53. Does he accept changes in school routine calmly?
54. Does he usually appear to be happy and well-adjusted in schoolwork, as evidenced by good attendence, relaxed attitude, pride in work, and eagerness for a new task?

Further information____

SOCIAL AND ENVIRONMENTAL READINESS

55. Does he appear to have a sufficiently broad experiential backgroud? ___ ___ ___
56. Is he free from bi-lingual problems? ___ ___ ___
57. Do parents cooperate with the school? ___ ___ ___
58. Do parents have reasonable expectations for him? ___ ___ ___

EDUCATIONAL READINESS

59. Has he been successful in informal reading activities? ___ ___ ___
60. Does he accomplish formal (readiness book) activities successfully? ___ ___ ___
61. Has he expressed a desire to read? ___ ___ ___

Further information: ______________________________

____

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1 McKim, Margaret. Guiding Growth in Reading in the Modern Elementary School, New York: The Macmillan Company, 1956

2 Betts, Emmett Albert. Foundations of Reading Instruction, New York: American Book Company, 1957

APPENDIX II

MEASUREMENT AND EVALUATION OF READING

Reading tests can be used to determine the present reading status, the reading progress, and the specific reading needs of individual pupils and groups of pupils. It is important that teachers know the level of reading achievement of their pupils so that materials of appropriate difficulty can be provided. Instruction in reading must begin at the present level of the pupils.

WHAT ARE THE KINDS OF READING TESTS?

Teachers may use standardized reading tests to assess the reading ability of their pupils. Most standardized reading tests measure silent reading but there are some which are intended for oral reading. Tests which measure general reading ability are known as survey tests while those which identify specific areas of weakness are called diagnostic tests. Many standardized reading tests are administered under timed conditions but a few, known as power tests, allow pupils to complete the tests or portions of them without such restrictions or with generous allotments of time.

Informal reading inventories are tests prepared by teachers to measure oral and silent reading ability and identify specific reading difficulties. Selected portions of basal readers, subject-matter textbooks and other reading materials are used for those inventories and questions and exercises based upon their content are prepared by teachers to find out the reading status and reading needs of pupils.

In addition to standardized reading tests and informal reading inventories, teachers may use tests which accompany basal readers. These tests are usually administered for the purpose of finding out whether or not pupils are ready for a book of a given grade level. Some periodicals intended for children contain questions based upon their content, and these may be used for testing purposes also.

WHAT ARE THE LIMITATIONS OF STANDARDIZED READING TESTS?

No two standardized reading tests measure identical reading skills nor do any evaluate all aspects of reading ability. Some reading tests for example, stress interpretive reading while others concentrate upon literal understandings. This factor partially explains why some pupils will attain given grade-placement scores on one test and significantly higher or lower scores on another reading test. Since standardized reading tests vary in what they measure, teachers must determine which test or series of tests best suits their purposes.

The population upon which a reading test has been standardized may be completely different from the population to whom the test is administered. If this should be the case, the level of performance expressed in grade norms or percentile scores for the latter group would be inflated or depressed depending on how much higher or lower its general level of achievement was in comparison to the achievement level of the population used to standardize the test. Thus it is possible for individuals to attain high placement scores on a standardized reading test when in reality they do not read nearly as well as these scores indicate.

Experience has shown that children, expecially those with serious reading problems, frequently obtain test scores which are one or more years higher than the level at which they can receive instruction in reading without becoming frustrated. These children simply do not read as well as their test scores indicate. To use the test score as the basis for determining the level at which instruction should begin could be unrealistic and possibly detrimental.

STANDARDIZED TESTS SUITABLE FOR MEASURING READING ABILITY

Below are lists of some standardized reading and study-skills tests which are suitable for elementary schools.

California Reading Test, Primary (Grades 1-4), Elementary (Grades 4-6) Los Angeles; California Test Bureau.

Doren Diagnostic Reading Test, American Guidance Service, Inc. Minneapolis, Minnesota.

Durrell-Sullivan Reading Capacity and Achievement Test, (Grades 2-6) New York: Harcourt, Brace and World, Inc.

Gates Advanced Primary Reading Test, (Grades 2-3), New York Bureau of Publications, Teachers College, Columbia University.

Gates Reading Survey, (Grades 3-10) New York: Bureau of Publications, Teachers College, Columbia University.

Gilmore Oral Reading Test, (Grades 1-8), New York: Harcourt, Brace and World, Inc.

Gray Standardized Oral Reading Paragraphs, (Grades 1-8) Indianapolis; The Bobbs-Merrill Company, Inc.

Iowa Test of Basic Skills, Test R, Elementary (Grades 3-5), Geneva, Illinois; Houghton-Mifflin Company

Iowa Silent Reading Test, Elementary (Grades 4-8), New York: Harcourt, Brace and World, Inc.

Metropolitan Reading Test, Primary (Grades 2-3), Elementary (Grades 3-4) Intermediate (Grades 5-6), New York; Harcourt, Brace and World, Inc.

Roswell-Chall Diagnostic Reading Test of Word Analysis Skills, (Grades 2-6), New York: Essay Press.

Sequential Tests of Educational Progress Reading, (Grades 4-6) Princeton Cooperative Test Division, Education Testing Services.

SRA Achievement Series: Work-Study Skills, (Grades 4-6), Chicago, Science Research Associates.

SRA Achievement Series Reading, (Grades 2-4, 4-6), Chicago, Science Research Associates.

Stanford Achievement Tests: Reading, Primary (Grades 1-3) Elementary (Grades 3-4), Intermediate (Grades 5-6); New York: Harcourt Brace and World, Inc.

DETERMINING THE STUDENT'S LEVEL OF READING THROUGH THE USE OF AN INFORMAL READING INVENTORY

It is most important that the teacher have a good understanding of the reading level of each pupil under his instruction. An Informal Reading Inventory can be used to secure the basic information about a pupil's reading ability. This checking should be done individually, never in audience-type situations where the situation itself might work to the child's disadvantage.

DIRECTIONS FOR CONSTRUCTING AN INVENTORY

The teacher may use any series of graded reading materials (Preprimer through grade eight). In constructing the Informal Reading Inventory the following steps should be followed.

The Word Recognition Record

1. Choose a twenty word sampling of the new words from the back of each book in the series. Be sure to select words at equal intervals thoughout.

Selection for Cursory Reading

2. Choose two selections of 50 to 100 words from the last half of each reader. The two selections should be taken from the same story. (One is to be used for oral reading and one for silent reading).

   Be sure to choose selections which cover a variety of topics and appeal to boys as well as girls.

3. Devise ten comprehension questions for each level. (This may be difficult at preprimer and primer levels.) Facts, inferences and word meanings should be checked by these questions and they should follow the sequence of the story. If yes and no questions are used, require the pupil to verify his answer by asking why.

4. Devise an oral rereading question that taps a sentence or two not used in the preceding questions.

Direction for Administering the Informal Inventory

To obtain best results follow a regular procedure:

I. The Word Recognition Test
   A. Begin with word recognition at preprimer level
   B. Ask the pupil to pronounce the word and go on to the next word as rapidly as he is able. Record the pupil's incorrect responses on a record sheet.

C. Evaluate the errors for specific needs, such as initial, medial, or final consonants, vowels, syllabication, accent, etc.

D. Continue through each level until 50 per cent of the words are missed at a particular level.

II. Oral Reading Inventory

A. Begin the oral reading inventory one level below where the pupil makes his first mistake in the word recognition test.

B. Ask the pupil to read the selected portion orally. (Because this is a testing situation, oral reading precedes silent reading).

C. On a double spaced typed copy of the paragraphs to be read note errors as the pupil reads, by using a series of symbols such as the following:

give
gave - - - - -wrong but corrected

over
above - - - -Substitution

/ - - - - -make a stroke for each

one second pause

exclaim - - - - -asks for word

^ - - - - -insertion

m - - - - -omission

% - - - - -ignores punctuation

Omissions, substitutions, and insertions should be counted as errors in scoring.

D. Following the oral reading of the selection ask the ten questions that were devised. Write verbatim the pupil's answers to the questions.

E. Ask the pupil to read silently the other selection at the same level.

F. After the silent reading ask the comprehension questions and record the answers verbatim.

G. Ask the puil the oral rereading question. Bracket the sentence or sentences the pupil read to answer the question.

H. Continue through each level of selections until a frustration level is reached.

III. The Hearing Comprehension Test

It is advisable to administer the Hearing Comprehension Test at another sitting.

A. Begin one level above the frustration level. Read the selection to the pupil and then ask the questions. Adhere strictly to the criteria for Hearing Capacity Level.

IV. Scoring

A. Word recognition (separate scores for words in isolation and words in context). - Divide the total number of words into the total number of correct words to get the percentage correct.

B. Comprehension - Divide the total number of questions into the total number of correct answers to get the percentage correct.

Criteria for Determining Reading Level

I. Independent Reading Level

This is the highest level at which independent extensive reading can be done successfully.

A. Recognition of words in isolation - 90 to 100 percent.

B. Word recognition in context 99 percent. (The child should meet no more than one unfamiliar word in 100 running words).

C. Comprehension 90 percent or better.

D. Freedom from tensions such as frowning and body movements.

E. Freedom from finger pointing, sub-vocalization, and lip movements.

F. Acceptable reading posture.

G. Correct interpretation of punctuation, conversational tone, and rhythm should be evidenced in oral reading.

H. Comprehension in silent reading should be higher than for oral reading.

II. Instructional Reading Level

This is the highest level at which the child can profit from instruction.

A. Word recognition in isolation - 75-85 percent.

B. Word recognition in context - 95 percent (no more than one error in 20 running words).

C. Comprehension - a minimum score of 75 percent.

D. Freedom from body movements, sub-vocalization, finger pointing, and lip movement.

E. Acceptable reading posture.

F. Use of varied techniques for recognition of new words.

G. Oral rereading characterized by rhythm, conversational tone, correct interpretation of punctuation, and a reasonable eye - voice span.

III. Frustration Level

This is the level at which the child is unable to cope with the reading materials.

A. Word recognition in isolation - a minimum score of 50 percent.

B. Word recognition in context - 90 percent (one or more errors to 10 running words).

C. Comprehension 50 percent or less.

D. Withdrawal from the reading situation evidenced by attempts to distract, refusal to read, crying, continuous or frequent finger pointing.

E. Tension evidenced by blinking, frowning, high pitched voice and faulty breath control, gripping book, moving hands and feet.

F. Inability to use context, configuration, or word analysis clues.

G. Oral reading characterized by:

1. Word by word reading.
2. Lack of rhythm.
3. High pitched voice.
4. Faulty breath control.
5. Tendency to stutter.
6. Many word substitutions.
7. Word repetitions.
8. Complete and partial word reversals.
9. Inadequate eye-voice span.
10. Frequent word omissions.

H. Silent reading is characterized by:

1. Very low rate.
2. Excessive lip movements.
3. Inability to use clues for pronunciation.

IV. Hearing Capacity Level

This is the highest level at which the child can understand material which is read to him.

A. Comprehension - 75 percent or better.

B. Ability to supply from experience information pertinent to the topic.

C. Precise and meaningful use of words - When language exceeds experience verbalism, meaningless use of words, results.

REFERENCES:

Betts, Emmett Albert. Foundations of Reading Instructions, pp 438-485: American Book Company, New York, 1957

Graded Selections for Informal Reading Diagnosis: Grades Four Through Six, (Smith), New York: New York University Press, 1963.

Reader selections accompanied by word lists and comprehension questions. For teacher diagnosis of student reading levels in the intermediate grades. Follows the previously published materials of the same type for primary grades.

The Gray Oral Reading Tests (Gray and Robinson), Indianapolis, Indiana: The Bobbs-Merrill Company.

The late Dr. William Gray, with the assistance of Dr. Bernice Leary and Dr. Helen M. Robinson, developed these new tests from the older Gray Standardized Oral Reading Paragraphs. A core vocabulary was ensured by examination of commonly used basal readers for the first five grades. The Dale and Eichholtz list was used for grades 6-8; the Teachers Word Book by Diederich and Palmer was used for grades 9-12.

APPENDIX III

DEVELOPING COMPREHENSION SKILLS

There are several ways by which comprehension skills may be taught and checked. One of the most flexible and easily available of these is the use of various types of questions related to the specific skills. Such questions may be classified on the three levels: (1) simple fact-retrieval questions; (2) questions requiring interpretation; and (3) questions requiring application or reaction.

Simple fact-retrieval questions require answers which the student is able to find readily in the reading material. They fall into the category of the who, what, when, where questions as well as questions which require the student to find main ideas, to find topic sentences, or to place events in proper sequence. Fact-retrieval questions are important in gaining an understanding of the author's organization, in making an outline, in recognizing logical arrangment and sequential development and in developing the ability to follow a trend of thought or an argument.

Teachers usually do an adequate job in asking the fact-retrieval type of question and on occasion the conscientious student has been labeled superior because he has been able to parrot the facts given in the text without being able to go beyond this level.

Questions requiring interpretation have answers which go beyond the facts given in the reading material. The reader must go from what the book says to what the book means in answering such questions. For example, the expression "pulling chestnuts out of the fire" has no reference to chestnuts or fires. The ability to read between the lines to determine what is implied as well as what is stated is becoming increasingly important. Such intangibles as mood, humor, irony, and satire, or tongue-in-cheek writing must be recognized and interpreted. Questions of how and why are more likely to require interpretation. Often teachers have not asked thought provoking questions that require the student to see cause and effect, to draw conclusions, and to make generalizations. Such questions require the teacher to make a thoughtful penetrating analysis of the work being studied so that he can ask questions that will bring out its full meaning.

The reader's application of or reaction to what he has read is the highest level of meaning attained and often the most difficult to obtain. Here the attempt is made not only to find what the book says and what it means generally, but also what it means to this particular reader. If the complete contribution of reading is to be obtained by the educated man, he must be able to accept, use and make forever his own the experiences and ideas gained through reading. Improved behavior is one of the goals of the school's reading program.

If the day-to-day reading lessons are to make a difference in the lives of the students, teachers must find ways of relating the vicarious reading experiences to those of the real world. Questions such as "What would you do in a similar situation?" or "How does this apply to our class?" may be used as a beginning.

For each reading lesson, as well as for the lessons in the content areas, teachers should plan questions at all three levels so that pupils will gain practice in searching out the full meaning and in seeing applications for themselves.

CRITICAL READING

In planning an adequate reading program, provision should be made for the development of the ability to critically evaluate reading material.

Many books represent only one person's opinion. Readers have a right to question the opinion of the author and to do some thinking about it. Help pupils to become alert in recognizing opinions through pointing out such phrases as: It is believed, It is said, It is reported, or Someone claims to have.

Teachers should lead pupils to develop criteria for judging the author's viewpoint and competency.

Such questions as:

Is the problem presented fairly?
Are enough data given?
Are data recent?
Are both sides presented?
Does the author have the proper training and experience from which to write?

should be included in the criteria.

Material that is written, spoken, or pictured for the purpose of changing a point of view or line of action is called propaganda. Students should be led to recognize propaganda tricks including the classic types; name calling, lavish praise, testimonials, "plain folks", and the "band wagon."

Develop criteria such as the following for judging political propaganda:

Does the author use facts and tell sources?
Are the sources reliable?
Does the author interpret the facts?
Does the author try to pass on his ideas as facts?
Are conclusions drawn by the author supported by facts that he gives or by known facts?

APPENDIX IV

INNOVATIONS IN THE TEACHING OF READING

INDIVIDUALIZED READING

Individualized reading is an approach to the teaching of reading based upon Dr. Willard Olson's theory of seeking, self-selection and pacing. The child seeks that which stimulates him, selects the book he desires to read, and proceeds at his rate. He reports on his reading in a way of his own choosing and receives most of the help he needs in individual conference with the teacher.

Individualized reading is usually regarded as a more complicated and difficult method than teaching in groups.

In order to successfully teach reading using the individualized method the teacher should have: (1) a wide knowledge of children's literature and the ability to select large numbers of trade books; (2) the ability to assign reading levels to trade books; (3) a thorough knowledge of the reading skills necessary for developing independence in reading and the ability to teach these skills without the guidance of a manual; (4) the ability to prepare quality practice materials for improvement of skills; (5) the ability to prepare questions for each of the trade books used, in order to adequately develop comprehension skills; (6) a wide knowledge of diagnostic reading techniques, in order to devise follow-up corrective programs; and (7) the ability to prepare and supervise 25-35 individual reading programs a year.

Questions that might be raised regarding skills development in an individualized reading program are: Are skills taught at the proper time? Is the proper time before a child reads a book, as he reads the book, or after he reads the book? Can a child read with understanding, if concepts are not clarified before reading? Will erroneous concepts be developed and practiced? Can the reading skills a child needs, be developed in a five or ten minute conference once or twice a week or in an occasional group meeting? Can a child discover various shades of meaning for himself?

Sources for materials needed in an individualized program would present a problem. Many school systems would have difficulty in obtaining sufficient materials.

References:

Lazar, May (ed), A Practical Guide to Individualized Reading for Teachers and Supervisors in the Elementary School - Publication No. 40. New York Board of Education, October 1960.

Miel, Alice (editor), Individualizing Reading Practices, New York: Bureau of Publications, Teachers College, Columbia University, 1958.

Russell, David H. Children Learn to Read, Boston: Ginn, 1961. Chapter XV.

THE INITIAL TEACHING ALPHABET - EARLY TO READ - i/t/a PROGRAM

Sir James Pitman, in an attempt to prevent children from experiencing difficulty or failure in the beginning stages of learning to read, invented the Initial Teaching Alphabet. He hoped to simplify beginning reading and spelling by supplying a less complex, more reliable alphabet. The Initial Teaching Alphabet has 44 symbols instead of the familiar 26. Each of the 44 symbols has only one sound and a larger version of a letter becomes its capital. Children continue in i/t/a until they have become confident in its use, then they transfer to traditional orthography (T.O.) usually at about third grade level.

A large scale experiment in teaching children to read by means of the Initial Teaching Alphabet began in the summer of 1960 under the direction of John Downing. In that year, the Institute of Education of the University of London and the National Foundation for Educational Research began investigation of Pitman's alphabet. The experiments in England are scheduled to continue until 1974.

In the United States, a research study began at Lehigh University in Bethlehem, Pennsylvania in September 1963. American authors are Dr. Harold J. Tanyzer, (Hofstra University) and Dr. Albert J. Mazurkiewicz (Lehigh University). Research was extended in September of 1964, with an $800,000 comparative research project being launched by the U. S. Office of Education. Twenty-seven universities and state departments of education are engaged in the research. In this study every major method of teaching reading is being examined and compared. Some results of this research should be available by spring 1966. (For information concerning the Early to Read i/t/a program contact Dr. Mazurkiewicz at the i/t/a Study Center, Lehigh University, Bethlehem, Pennsylvania.)

Films are available from the publisher - i/t/a Publications, 20 E. 46th Street, New York. Teachers viewing these films should realize that, though beautifully done, they are advertising materials.

We are not yet in a position either to accept without reservation or to reject this instructional medium. It is important that researchers continue their efforts to simplify beginning reading, but educators should be cautious in accepting i/t/a or any other innovation as a panacea.

THE APPLICATION OF LINGUISTICS TO THE TEACHING OF READING

Linguistics is the study of language as systems of sound symbols or codes or vocal habits useful in human interaction. Linguists carefully observe language behavior and seek to establish general theories and principles about language.

The linguistic approach to reading is based on a careful and precise analysis of English in which the phonetically "regular" and "irregular" sound symbol groups have been classified and organized in an attempt to provide a more effective learning sequence. Initially, the child deals with only a few letters and associates only one sound for each letter. The regular sound - symbol groups are presented before the irregular classifications.

A number of years ago Leonard Bloomfield and James Soffietti attempted application of linguistics to specific methods of teaching reading. More recently M. W. Sullivan and Donald E. B. Smith, among others, have developed linguistically oriented programmed prereading and reading materials.

More precise research of children's auditory and visual perception abilities is needed.

REFERENCES:

Bloomfield, Leonard and Clarence L. Barnhart, Let's Read: A Linguistic Approach. Detroit: Wayne State University Press, 1961.

Fries, Charles C. - Linguistics and Reading, New York: Holt, Rinehart and Winston, 1963.

In this newest emphasis in the field of reading, Fries, a well-known linguistics authority, gives his opinion for how present-day linguistics knowledge can be applied to the teaching reading and spelling.

LeFevre, Carl A., Linguistics and the Teaching of Reading, New York: McGraw Hill Book Company, 1964.

Language is treated as speech. The sound system of American English is presented, and modified sentence method of teaching elementary reading is suggested.

Stratemeyer, Clara G. and Henry Lee Smith (major authors), The Linguistic - Science Readers, Pleasanton, California, Harper & Row, 1963.

This is the first reading series being developed with particular attention given to the findings of linguistic science. One of the major authors is a well-known linguist.

Wetmore, Thomas H. (editor), Linguistics in the Classroom, Champaign, Illinois, National Council of Teachers of English, 1963.

Papers prepared by the Commission on the English Language of the National Council of Teachers of English.

THE PROGRAMMED READING APPROACH

The programmed instruction approach analyses a subject into its component parts and arranges the parts into a sequential learning order. At each step the student is expected to make a response, which may or may not be a written response. The program is constructed so that incorrect answers will be held to a minimum; the resultant high percentage of correct responses is thought to reinforce the learning process.

Programmed materials may be in the form of workbooks, textbooks, cards, or worksheets. They may also be presented in a number of "teaching machines". It must be understood that a machine does not and cannot teach; it is no more than a device used in presenting small learning units. Although it may have some advantage in preventing premature exposure of the correct response, thus forcing the student to concentrate on making his own response without "peeking", this is outweighed by the flexibility of printed materials.

Programmed instruction may prove useful with concepts that need to be fixed, facts, that should be memorized, and processes that should be automatic. Through the use of programmed instruction some attempts have been made to strengthen the traditional word-attack and other reading skills, and even to develop a critical approach to reading of literary selections.

REFERENCES:

Deterline, William A. - An Introduction to Programmed Instruction, Englewood Cliffs, N.J.: Prentice-Hall, 1962.

Green, Edward J. - The Learning Process and Programmed Instruction, New York: Holt, Rinehart & Winston, 1962.

Margulies, Stuart, and Eigan, Lewis D. - Applied Programmed Instruction, New York: Wiley, 1962.

Sullivan, M. W., and Buchanan, Cynthia D. - Programmed Reading Series, New York: McGraw-Hill, 1963.
Series I and Series II consist of 14 programmed texts of 144 pages each. A cardboard slider is used to cover answers as the child reads.

THE MONTESSORI METHOD

The Montessori method can hardly be called a new method since the English edition of Maria Montessori's, The Montessori Method, appeared in 1912 and her contributions to childhood education have been discussed for decades. However, a new interest has been generated by the publicity given to the Whitby School of Greenwich, Connecticut, the first "pure" Montessori school in the United States.

E. Mortimer Standing in his book, The Montessori Method, discusses the following fundamental Montessori principles:

1. It is a method based on the principle of freedom in a controlled environment.

2. The child is in a state of continuous and intense transformation, of both body and mind, whereas the adult has reached the norm of the species.

3. The teacher (and parent) must guard against any unnecessary interference with the child's work. Every useless aid we give to the child arrests his development. Dr. Montessori prefers the word directress to teacher because her job is not so much to teach directly as to direct the child's continual supply of spontaneous mental energy into self-creative channels.

4. The child's intellect is sufficient - through its own spontaneous activity -to drive him on to acquire the elements of culture. We must make use of his sense of exploring, experimenting and discovering.

5. Carefully graded sensory materials such as color tablets, rods, cylinders, cubes, and prisms set in order the child's past experiences and unlock new ones. The correct use and sequence of these materials is essential.

Thus in the Montessori method, mental concepts are built by a carefully constructed sequence of experiences that proceed from concrete to abstract. Experience is gained through a "prepared environment" using specially constructed materials. These materials - particularly these related to the teaching of reading - include an alphabet of three-dimensional letters that can be manipulated by the child, sandpaper letters to feel and trace, and a variety of trade books and readers. The tactile approach is emphasized at first with strong emphasis also placed on oral language experiences. The teacher does a great deal of oral reading and discussion before new words are introduced.

REFERENCES:

Montessori, Maria - The Montessori Method. New York: Federick A. Stokes, 1912.

Standing, E. Mortimer - The Montessori Method. Fresno, California: Academy Library Guild, 1962.

THE LANGUAGE - EXPERIENCE APPROACH

This approach has received momentum from its use in the schools of San Diego, California. It is not a new approach but an outgrowth of the experience chart technique. Reading and other communication skills are brought together in the instructional program from the first day of school. Opportunities are provided for each child to improve his language through sharing ideas and through the use of words and pictures. The teacher records the child's oral stories in summary form on charts with his pictures. The child then "reads" his stories to the class. The stories serve as the basic reading materials for the whole class until such time as their sight vocabularies are developed sufficiently to read preprimers and other easy books. Word ladders, picture dictionaries, labels, and stories the teacher may read or tell are used to strengthen the children's skills in word recognition and interpretation.

The language - experience approach places emphasis upon the communication skills, creative writing, story telling, discussions, and listening.

REFERENCES:

Allen, Van R., and Lee, Doris May - Learning to Read Through Experience. New York: Appleton-Century-Crofts, 1963.

COLOR CODING

The newest of the new approaches appears to be the "words in color" method devised by Caleb Gattegno, who previously introduced the Cuisenaire rods for use in teaching mathematical concepts in primary grades. Using a system of color-coded sounds, he has applied a specific color to each of twenty vowel sounds, as well as twenty-seven colors to the consonant sounds. According to Dr. Gattegno, "Since the intention is to make English a phonetic language without altering the spelling of English words, we have used color to differentiate among the sounds, using the same color for the same sound, regardless of the spelling, and different colors for the same sign when it sounds differently. Thus, the ay in say, the eigh in weigh, the ai in wait, and the a in same are all considered to belong to the same sign group. They have one sound and, hence, one color only." *

In Book I, students learn the short vowel sounds, then the consonants f, t, and s. In beginning instruction each sign is referred to by its color instead of by its sound or name. (Twenty-one color charts are used in the program.) The term visual dictation is used to describe the blending of these color sounds into various combinations which sometimes produce English words. Pupils "discover" new words. As pupils acquire a group

of words, sentences and stories are introduced. Although the use of color seems to be the distinctive feature of this approach, its main purpose is to introduce and reinforce the pupil's mental image of the sound-sign relationship.

REFERENCES:

***Gattegno, Caleb - Words in Color: Background and Principles. Chicago. Learning Materials, Inc., 1962.**

APPENDIX V

BIBLIOGRAPHY OF SUGGESTED REFERENCES AND TEACHER AIDS

GENERAL

Austin, Mary C., Clifford L. Bush, and Mildred H. Hueber. Reading Evaluation. New York: Ronald Press, 1961.

Covers testing and evaluation in non-technical language.

Durkin, Dolores. Phonics and the Teaching of Reading. New York: Bureau of Publications, Teachers College, Columbia University, 1962.

Designed to help both beginning and experienced teachers in presenting phonics effectively.

Fries, Charles C. Linguistics and Reading. New York: Holt, Rinehart and Winston, 1963.

A linguistics authority gives his opinion of how the knowledge of linguistics may be applied to the teaching of reading and spelling.

Gray, Lillian. Teaching Children to Read (3rd ed.). New York: The Ronald Press Company, 1963.

New material in this edition includes the linguistic approach to reading, team teaching, teaching machines, and instructional television.

Gray, William S. On Their Own in Reading (2nd ed.). Chicago: Scott-Foresman, 1961.

Has been the standard in the area of word attack, (phonetic and structural analysis).

Harris, Albert J. Effective Teaching of Reading. New York: David McKay Company, 1962.

Explanation of the school reading program through eighth grade level. Designed for beginning teachers, but includes helpful information for those who need exposure to up-to-date methods and materials.

McKim, Margaret, and Helen C. Caskey. Guiding Growth in Reading (rev. ed.). New York: The Maxmillan Company, 1963.

Organized according to grade levels. Many programs and procedures explained.

Russell, David H. Children Learn to Read (2nd ed.). Boston: Ginn and Company, 1961.

Chapters on backgrounds of present day reading methods. One chapter explaining creative reading.

Spache, George D. Toward Better Reading. Champaign, Illinois: The Garrard Press, 1963.

Sources of audio-visual aids and annotated lists of tests and equipment. Includes review of pertinent research.

Tinker, Miles A., and Constance M. McCullough. Teaching Elementary Reading (2nd ed.). New York: Appleton-Century-Crofts. 1962

Covers all grades from kindergarten through grade eight. Gives many practical suggestions.

REMEDIAL

Bond, Guy L. and Miles A. Tinker. Reading Difficulties: Their Diagnosis and correction. New York: Appleton-Century-Crofts, 1957.

A most complete book on diagnosis and correction of reading difficulty. Many practical suggestions, both for diagnosis and for treatment of problems.

Dolch, Edward A. A Manual for Remedial Reading. Champaign, Illinois: Garrard Press, 1950.

Besides giving successful methods based on practical experiences, the poor reading is also treated as a personality problem. The book is written in non-technical language. Recommendations are borne out by research. Dolch basic sight vocabulary included.

Harris, Albert J. How to Increase Reading Ability: A Guide to Developmental and Remedial Methods (4th ed.). New York: David McKay Company, 1961.

Comprehensive. Very practical and useful. Emphasis on diagnosis and remediation. Helpful appendixes on tests, books suitable for retarded readers, and series of remedial books.

Kottmeyer, William C. Teacher's Guide for Remedial Reading. St. Louis, Missouri: Webster Publishing Company, 1959.

Recently revised. A practical guide for diagnosis and correction of difficulties. Gives detailed instruction. Topics included are spelling, oral and recreational reading, increasing comprehension, and improving silent reading. One chapter is devoted to organization and operation of reading clinics.

Roswell, Florence and Gladys Natchez. Reading Disability: Diagnosis and Treatment. New York: Basic Books, Inc., 1964.

Excellent discussions of practical management with emphasis on the psychotherapeutic role of the remedial reading teacher and the emotional impact of reading disability.

Russell, David E., and Etta E. Karp. Reading Aids Through the Grades. New York: Bureau of Publications, Teachers College, Columbia University, 1961.

The 225 reading activities included do not go out of date. Contains ideas for helping students at all levels of reading development.

Spache, George D. Good Reading for Poor Readers. Champaign, Illinois: Garrard Press, 1964.

A valuable aid in finding books which appeal to reluctant or retarded readers. Also discusses readability and gives lists of textbooks, workbooks, games, book clubs, and reading lists.

Strang, Ruth. Diagnostic Teaching of Reading. San Francisco: McGraw-Hill Book Company, 1964.

An overview of diagnostic information. Presents what is known or hypothesized about causes of reading retardation. Evaluation and methods of working with children who have reading difficulties clearly described.

BOOK LISTS AND PRACTICE MATERIALS

Durrell, Donald D. and Helen B. Sullivan. High Interest Low Vocabulary Booklist. Boston: Boston University, 1950.

Gates, Arthur I. and C. Peardon. Practice Exercises in Reading. New York: Bureau of Publications, Teachers College, Columbia University.

A series of four booklets for each of the grades three to six stressing main ideas, predicting outcomes, understanding precise directions and noting details.

Johnson, Eleanor M. and others. Reading Improvement Skill Text Series. Columbus, Ohio: Merrill, 1961.

Booklets for grades one through six consisting of short reading selections followed by exercises designed to check comprehension and develop word attack skills.

Reader's Digest Skill Builders. Pleasantville, New York: Educational Division, Reader's Digest Services, Inc.

Available in three issues for each grade level one through six. Four advanced skill builders are at junior high school reading level.

Stone, C. R. and others. New Practice Readers Series. St. Louis: Webster Publishing Company, 1962.

A series of paperback readers consisting of short articles followed by exercises designed to check comprehension and develop word meaning and word analysis skills.

Kottmeyer, William and Kay Ware. Conquests in Reading. St. Louis: The Webster Publishing Company.

This workbook is a part of the Webster Classroom Reading Clinic but may be purchased separately. Phonetic and structural analysis exercises are included. The teacher's edition provides many helpful suggestions and lists of materials.

McCall, William A. and Lelah Mae Crabbs. Standard Test Lessons in Reading. New York: Bureau of Publications, Teachers College, Columbia University.

Five paper bound booklets for grades two through twelve. Each consists of approximately 100 short reading selections followed by questions. Grade norms for comprehension of each selection are given.

LIBRARY BOOKS SELECTION AIDS

Basic Book Collection for Elementary Grades. Latest edition. Chicago: American Library Association.

Booklist and Subscription Books Bulletin. Issued bi-monthly except monthly in August. Chicago: American Library Association.

Children's Catalog. Latest edition. New York: H. W. Wilson

National Council of Teachers of English. Selected publications. Champaign, Illinois.

School Library Standards. Boise: State Department of Education , 1962.

Suggested Library Books Grades 1-3. Boise: State Department of Education,1964.

Suggested Library Books Grades 4-6. Boise: State Department of Education,1964.

KITS AND MACHINES FOR USE IN THE READING PROGRAM

In the planning of a developmental reading program a plentiful supply of books on many levels of reading difficulty and appealing to a wide range of interests should always receive first consideration.

Teachers and administrators may become unduly excited about mechanical aids or devices and try to substitute them for a sound comprehensive reading program. Educators should take care to keep mechanical aids in their proper subordinate place in the reading program. A plentiful supply of good books is now, and very likely will remain, the essential ingredient of a sound program of reading instruction.

KITS

SRA Reading Laboratories. Chicago: Science Research Associates.

These multi-level learning materials are now available from primer level through college level. The primary level contains a variety of phonic and word study games.

STUDY SKILLS KITS. Chicago: Science Research Associates.

These include exercises for the improvement of reference skills, use of maps, tables, and graphs, and other skills related to reading in the content subjects.

STUDY SKILLS KITS. Educational Developmental Laboratories, Huntington, New York.

Contains exercises for improvement of reference skills.

Webster Classroom Reading Clinic. St. Louis: The Webster Publishing Company.

Included in this kit are a workbook which provides for development of phonetic and structural analysis skills, a teachers' guide for remedial reading, a workbook for developing spelling skills, word wheels, basic sight vocabulary cards, a group word teaching game, multi-level reading comprehension exercises, and paperback books adapted from classics.

MECHANICAL AIDS

The teaching of reading with mechanical aids is not new. Tachistoscopes, pacers, and other such devices have been available for twenty years or more. But recently increased emphasis has been given to the teaching machine.

The machines listed below are chiefly concerned with the development of speed in reading. None of these machines, with the materials available for use with them, can be considered a complete reading program. Speed of reading should not be unduly stressed below sixth grade.

TACHISTOSCOPIC DEVICES

Tachistoscopic devices flash words, numbers, phrases, or objects for a brief space of time. They can be controlled so that the amount of material and the length of the flash can be changed.

These devices are available from a number of sources: Educational Developmental Laboratories, Huntington, New York; Keystone View Company, Meadville, Pennsylvania; Learning Through Seeing, Inc., Sunland, California; Society for Visual Education, Chicago, Illinois; Audio-Visual Research, Chicago, Illinois; Lafayette Instrument Company, Lafayette, Indiana; and Perceptamatic, Sawyers, Portland, Oregon.

These devices, used to develop perception span and increase speed of perception, are available in a number of models which vary in cost and complexity.

PACERS

A reading pacer is a device designed to force the speed of reading. A rod, shutter, or beam of light moves down the page of print, and the reader must keep up with the machine in order to read.

A number of such devices are available from the following companies:

A.V.R. Rateometer - Audio Visual Research, 531 S. Plymouth Court, Chicago 5, Illinois.

Keystone Pacer - Keystone View Company, Meadville, Pennsylvania.

Shadowscope Reading Pacer - Lafayette Instrument Company, Lafayette, Indiana.

SRA Reading Accelerator - Science Research Associates, Chicago, Illinois.

The Readamatic Pacer - Americana Interstate Corporation, Mundelein, Illinois.

T.D.C. Reading Rate Controller - Three Dimensions Company, Chicago, Illinois.

PROJECTION DEVICES

The Controlled Reader - Educational Developmental Laboratories, Huntington, New York.

A 35 mm projector frames either line fragments or entire lines at a pre-set rate on a motion picture screen. A variety of filmstrips are available at grade levels from primary through college.

Perceptoscope - Perceptual Development Laboratories, St. Louis, Missouri.

A 16 mm projector that can function as a slide or filmstrip projector, a tachistoscope, a motion picture projector, or a pacer.

Tachist-O-Tutorette - Learning Through Seeing, Sunland, California.

A self contained individual screen and tachistoscope to be used with a small filmstrip projector, manually operated.

OTHER MECHANICAL DEVICES

The Craig Reader - Craig Research, Los Angeles, California.

Resembles a T.V. set. Strips fed through automatically. Overall range of speeds one hundred to one thousand words per minute.

Portable Language Laboratory, Porta Booth - Porta Products, Riverside, California.

A portable language laboratory for use in laguage, reading, listening, or business training.

Reading Eye - Educational Developmental Laboratories, Huntington, New York.

A eye-movement camera for schools using a clinical diagnosis in reading.

Skimmer - Educational Developmental Laboratories, Huntington, New York.

Projects a moving beam of light down the center fold of reading material as an aid to skimming or scanning.

PROFESSIONAL JOURNALS

The Journal of Reading - International Reading Association, 5454 South Shore Drive, Chicago 15, Illinois.

The Reading Teacher - International Reading Association, 5454 South Shore Drive, Chicago 15, Illinois.

The two magazines listed above, taken together, cover all levels and areas of concern in the teaching of reading.

Elementary English - The National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois.

A magazine of language arts, reading, writing, speaking, listening and spelling. Organ of the National Council of Teachers of English.